GOWERTON SCHOOL

SCHOOL DEVELOPMENT PLAN 2018-2021

(RAYG rated December 2019)

Dear Colleagues,

This is our School Development Plan (SDP) for 2018-21. The SDP is based on our vision and school priorities, encapsulating the aspirations of all members of the school community: staff, pupils, parents and governors. Our philosophy is simple. When our pupils leave the school, we want them to be:

- **Ambitious, capable learners** who are ready to learn throughout their lives.
- **Enterprising, creative contributors** who are ready to play a full part in life and work.
- **Ethical, informed citizens** who are ready to be citizens of Wales and the world.
- **Healthy, confident individuals** who are ready to lead fulfilling lives as valued members of society.

The SDP is designed to transform our vision into reality. We see the SDP as a collective document which:

- Provides clear direction
- Reflects external and internal issues
- Nurtures distributive leadership
- Provides common purpose without constraining development
- Scaffolds progression
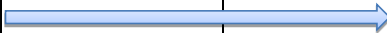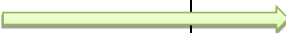- Outlines the priorities for the next three years

This document is designed to ensure greater consistency, transparency, accountability with a clear focus on raising pupil standards.

Nigel Jones
Headteacher

Estyn Common Inspection Framework

1 – Standards	
1.1 Standards and progress overall	NJ / AB / SP / KL
1.2 Standards and progress of specific groups	AB / LB
1.3 Standards and progress in skills	NJ / DS
2 – Wellbeing and attitudes to learning	
2.1 Wellbeing	KL / GT
2.2 Attitudes to learning	KL / LB
3 – Teaching and learning experiences	
3.1 Quality of teaching	KL / JW
3.2 The breadth, balance and appropriateness of the curriculum	AB / AP
3.3 Provision for skills	NJ / DS
4 – Care, support and guidance	
4.1 Tracking, monitoring and the provision of learning support	SP / SM
4.2 Personal development	KL / GT
4.3 Safeguarding	KL / LB / SH
5 – Leadership and management	
5.1 Quality and effectiveness of leaders and managers	SP / AP / SH
5.2 Self-evaluation processes and improvement planning	SP / AP / SH
5.3 Professional Learning	SP
5.4 Use of resources	SH

Performance Management is a continuing process that takes place over a year. It is a continuous cycle involving three stages of planning, monitoring performance and reviewing performance. There will be three lesson observations per cycle. There is a need for regular and objective feedback, and where necessary provision of adequate coaching, training and development.

Governors	Head & Link Deputies	SLT	All Staff	Output		
				SER SHP	SDP SHP	Track Form SHP
	Standards Review September					
Ratification	New Performance Management					
	Performance Management Set Targets					
		Performance Management Set Targets				
	Lesson Observation (With Link Deputy and HOD)					
		Lesson Observation And Monitoring of Progress				
		Lesson Observation And Monitoring of Progress				

Self Evaluation Flow chart

Nov/Dec

Whole school SER / annual Plans / SOAP

Nov / Dec / Jan

Dept. SER / DOAP / PM

March / April

Budget / Staffing

May / June

Mid Year reviews

Sept / Oct

Standards Review

Target setting

Continuous Self evaluation
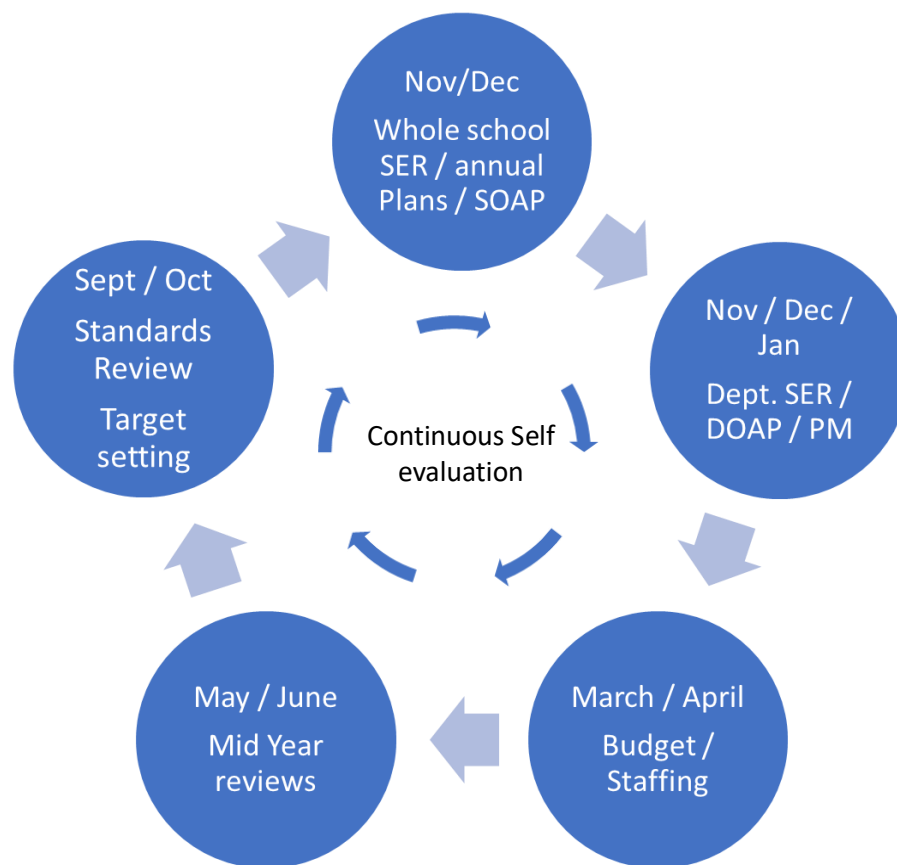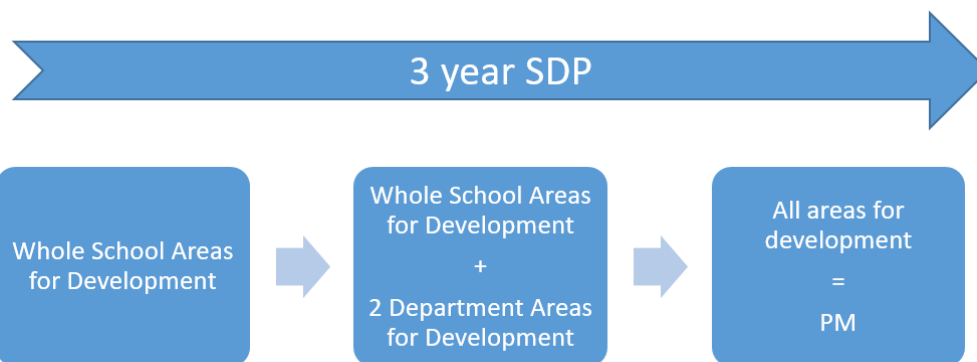
School Development Plan 2018-21

Priorities

1. Standards

1.1 Standards and progress overall
➢ Continue to improve KPI's in KS3 and 4
➢ Improve value added performance at KS5

1.2 Standards and progress of specific groups
➢ Improve achievement and attainment of identified groups including ALN/ Boy / Girl / eFSM / EAL / part time pupils

1.3 Standards and progress in skills
➢ All pupils - acquisition and application of Literacy/Numeracy/ICT skills (Rec 1&2)
➢ Improve processes to ensure skills progression for all pupils across key stages
➢ Increase in number of pupils achieving a recognised key stage 4 qualification in Welsh second language (Rec 2)
➢ Improve use of Welsh language skills across the curriculum and around the school (Rec 2)

2. Wellbeing and attitudes to learning

2.1 Wellbeing
➢ Achieve RRS level 2
➢ Reduce rates of persistent absence
➢ Further develop understanding on how to make healthy choices relating to diet, physical activity and emotional wellbeing
➢ Further develop the GOFAL facility to provide support to those pupils in need

2.2 Attitudes to learning
➢ Further develop programmes to ensure all pupils are ambitious, confident, capable and independent learners
➢ Maintain exemplary behaviour in and round the school community
➢ Achieve RP accreditation for the whole school
➢ Improve attendance to 96%+
➢ Further develop ESDGC programme

3. Teaching and learning experiences

3.1 Quality of teaching
- ➤ Ensure that teaching is successful in engaging pupils' interest and how well it develops their skills, knowledge and understanding to an appropriately high level as they move through the school (Rec 1)
- ➤ Improve the quality of teachers' short, medium and long-term planning and how well their planning benefits from purposeful schemes of work
- ➤ Ensure that staff plan collaboratively and effectively
- ➤ Ensure staff use a range of approaches and resources to engage their interest and to challenge all groups of pupils, including those with additional learning needs, to achieve as well as they can (Rec 1)
- ➤ Develop questioning as a tool to develop deeper understanding amongst pupils
- ➤ Redefine the assessment policy to incorporate self/peer/teacher assessments which places the onus on the learner
- ➤ Develop a specific programme of teaching/learning approaches with targeted groups (Bands C & D)

3.2 The breadth, balance and appropriateness of the curriculum
- ➤ Ensure the curriculum combines and includes qualifications for all
- ➤ Ensure the curriculum reflects the national and local priorities
- ➤ Ensure the school has a curriculum model ready for implementation of successful futures in 2022
- ➤ Ensure our work as digital pioneer school is ready to share with others by 2019
- ➤ Expand and develop the KS2/3 curriculum model to ensure a clear and transparent transition plan for skills progression
- ➤ Refine educational visits and extracurricular activities to ensure they complement the school curriculum

3.3 Provision for skills
- ➤ Ensure the curriculum should provide purposeful, progressive opportunities for pupils to practise and to develop their skills in literacy, numeracy and ICT (Rec 2)
- ➤ Ensure the skills provision is embedded across the whole curriculum

4. Care support and guidance

4.1 Tracking, monitoring and the provision of learning support
- Implement safeguarding tracking process to ensure all pupils receive appropriate support and guidance
- Refine tracking of pupils' progress to incorporate fine grading
- Develop tracking system to monitor value added progression in each year group
- Refine mentoring programme to support all pupils in need
- Develop IEP structure and purpose to reflect views of all involved in ALN processes
- Further develop the school inclusion programmes to provide support for parents/carers

4.2 Personal development (including spiritual, moral, social and cultural development)
- Develop the PSE programme to maintain relevance
- Develop the healthy lifestyle programme for all pupils
- Develop the school council programme to ensure they continue to have a vital say on aspects of school life
- Maintain the WRE programme
- Enhance extracurricular opportunities for all pupils
- Implement a parent forum to engage and inform families on the schools' role and function
- Ensure daily acts of collective worship meet statutory requirements

4.3 Safeguarding
- Ensure the school's arrangements for safeguarding pupils meet requirements and give no cause for concern

5. Leadership and management

5.1 Quality and effectiveness of leaders and managers
- Ensure all leaders and mangers understand their roles and responsibilities (Rec 3)
- Ensure school calendar reflects transparent management structure with appropriate and effective implementation strategies directly impacting positively on pupil standards and school priorities (Rec 3)
- Standards review is developed to include a stronger focus on the teaching and learning element (Rec 4)
- Ensure all meetings are effective in securing outcomes (Rec 3)
- Ensure governing body updates training programme
- Ensure GB minutes in meetings reflect level of challenge (Rec 3)
- Refine GB structure to reflect changes in education

5.2 Self-evaluation processes and improvement planning
- Introduce new three-year SDP
- Maintain annual action plans
- Reinforce QA calendar (Rec 4)
- Ensure consistency in whole-school approaches to self-evaluation and improvement planning (Rec 3)
- Departmental DDP to include whole school and departmental targets and priorities and reviewed regularly (Rec 3)

5.3 Professional learning
- Maintain leadership programmes AMLP and ASLP to build leadership capacity
- Develop Professional Learning Opportunities for all staff
- Implement new PTS and ensure that they play a full part in the performance management cycle (Rec 4)
- Develop school to school programme with local schools
- Implement Leader of Learning programme within cluster
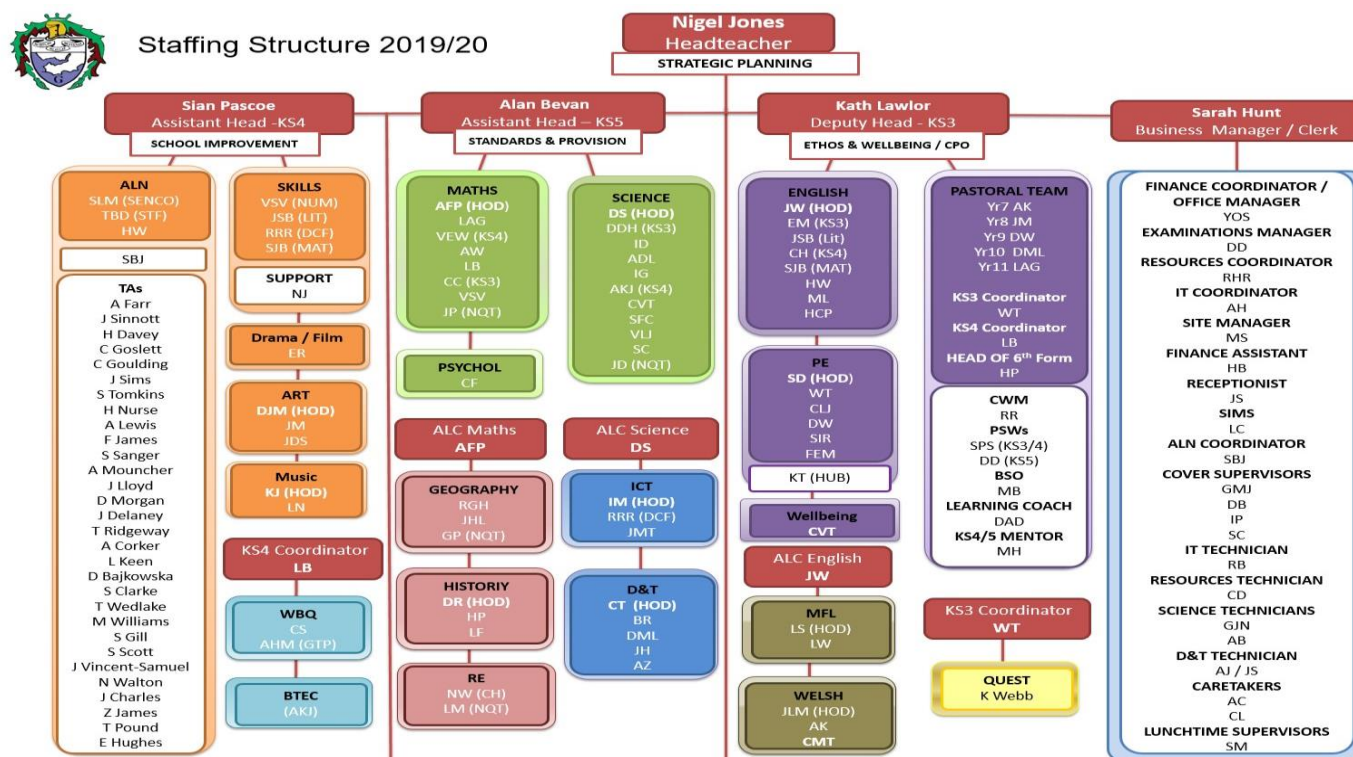- Ensure INSET is focussed on school priorities

5.4 Use of resources
- Ensure that grants are utilised to maximum effect and outcomes are clear and transparent
- Work with the LA to address accommodation issues

Headship Team Faculty/Department Link for Self-Evaluation/Target Setting

The diagram below shows the area links to the Leadership Team.

Each area has a designated member of the Leadership Team as their link. All discussions about that area are intended to go via the link in the first instance, they will then know precisely what developments and/or issues are going on within that area and take things back to the Leadership team or involve other members of staff in discussions as appropriate,

Staffing Structure 2019/20

Nigel Jones — Headteacher — STRATEGIC PLANNING

Sian Pascoe — Assistant Head - KS4 — SCHOOL IMPROVEMENT

Alan Bevan — Assistant Head — KS5 — STANDARDS & PROVISION

Kath Lawlor — Deputy Head - KS3 — ETHOS & WELLBEING / CPO

Sarah Hunt — Business Manager / Clerk

ALN
SLM (SENCO)
TBD (STF)
HW
SBJ

TAs
A Farr
J Sinnott
H Davey
C Goslett
C Goulding
J Sims
S Tomkins
H Nurse
A Lewis
F James
S Sanger
A Mouncher
J Lloyd
D Morgan
J Delaney
T Ridgeway
A Corker
L Keen
D Bajkowska
S Clarke
T Wedlake
M Williams
S Gill
S Scott
J Vincent-Samuel
N Walton
J Charles
Z James
T Pound
E Hughes

SKILLS
VSV (NUM)
JSB (LIT)
RRR (DCF)
SJB (MAT)

SUPPORT
NJ

Drama / Film
ER

ART
DJM (HOD)
JM
JDS

Music
KJ (HOD)
LN

KS4 Coordinator
LB

WBQ
CS
AHM (GTP)

BTEC
(AKJ)

MATHS
AFP (HOD)
LAG
VEW (KS4)
AW
LB
CC (KS3)
VSV
JP (NQT)

PSYCHOL
CF

ALC Maths
AFP

GEOGRAPHY
RGH
JHL
GP (NQT)

HISTORIY
DR (HOD)
HP
LF

RE
NW (CH)
LM (NQT)

SCIENCE
DS (HOD)
DDH (KS3)
ID
ADL
IG
AKJ (KS4)
CVT
SFC
VLJ
SC
JD (NQT)

ALC Science
DS

ICT
IM (HOD)
RRR (DCF)
JMT

D&T
CT (HOD)
BR
DML
JH
AZ

ENGLISH
JW (HOD)
EM (KS3)
JSB (Lit)
CH (KS4)
SJB (MAT)
HW
ML
HCP

PE
SD (HOD)
WT
CLJ
DW
SIR
FEM

KT (HUB)

Wellbeing
CVT

ALC English
JW

MFL
LS (HOD)
LW

WELSH
JLM (HOD)
AK
CMT

PASTORAL TEAM
Yr7 AK
Yr8 JM
Yr9 DW
Yr10 DML
Yr11 LAG

KS3 Coordinator
WT
KS4 Coordinator
LB
HEAD OF 6th Form
HP

CWM
RR
PSWs
SPS (KS3/4)
DD (KS5)
BSO
MB
LEARNING COACH
DAD
KS4/5 MENTOR
MH

KS3 Coordinator
WT

QUEST
K Webb

FINANCE COORDINATOR / OFFICE MANAGER
YOS
EXAMINATIONS MANAGER
DD
RESOURCES COORDINATOR
RHR
IT COORDINATOR
AH
SITE MANAGER
MS
FINANCE ASSISTANT
HB
RECEPTIONIST
JS
SIMS
LC
ALN COORDINATOR
SBJ
COVER SUPERVISORS
GMJ
DB
IP
SC
IT TECHNICIAN
RB
RESOURCES TECHNICIAN
CD
SCIENCE TECHNICIANS
GJN
AB
D&T TECHNICIAN
AJ / JS
CARETAKERS
AC
CL
LUNCHTIME SUPERVISORS
SM

1. Standards
1.1 Standards and progress overall
- Continue to improve KPI's in KS3 and 4
- Improve value added performance at KS5

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
Continue to improve KPI's in KS4 **Targets**	SLT HOD	Develop and implement new schemes of work and lesson resources for all new GCSE specifications	WJEC training. Subject Network meetings. INSET. Department meetings.	Cover costs for staff to attend WJEC training courses. (£900) INSET time. Time allocated in calendar for department meetings.	January 2018 ongoing	New schemes of work created that are relevant and appropriate for all new GCSE specifications. New lesson resources created to effectively deliver all new style GCSE courses.	Schemes of work. Lesson resources. Book scrutiny. Lesson observation findings	**S&P**
	AJB LB CS	Build on practice to improve the new performance measure: Welsh Baccalaureate. Qualification KS4 Particularly at the A/A* level.	Whole school staff meeting used to reinforce with all staff.	Whole school INSET day. Link Meetings LB/CS	September 2017 September 2018	Achieve 15% A/A* grades with the 2018 cohort. To Match the 5 A/A* target in future. All pupils who achieve the L2+ to achieve Wbac Challenge certificate at L2. School's tracking processes adapted appropriately to have	Tracking data from the 7 assessment points. INSET presentation. Whole school target sheet. SLT minutes Minutes of governors' meetings.	**S&P**

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
						an up to date measure of Welsh Baccalaureate. Qualification.		
	AJB ALL staff	Maintain successful strategies which has led to excellent performance at KS4 over the previous three years	WJEC training. Subject Network meetings. INSET. Department meetings.	Cover implications Approx. £500	Ongoing	School maintains BQ 1 /2 in all KPI's	AWCDS ERW packs County analysis	S&P
	AJB LB	Year 10 and 11 cohorts specifically targeted with extra support and challenge, for groups of learners	Mentoring training for new mentors.	Admin	January 2018 ongoing	Mentoring lists and updates shared with all subject leaders at the 7 assessment points . on a half termly basis Consistent mentoring provision provided to all pupils on the mentoring programme Inclusion of A*-A pupils within mentoring programme	Mentoring records Tracking Summaries.	S&P
	AJB	Use standards review to generate "successful strategies"	Staff time to share specifics	Cover costs Approx. £500	Sept 2017 ongoing	Departments share successful strategies and pupils benefit in examination outcomes	AWCDS Standards review document	S&P

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PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
		document to share with all staff						
	AJB	Use standards review to challenge departments on in school variations.	INSET to share effective practice	Cover costs Approx. £500 Production/access to standard data packs – manager training time and physical. Link Meetings	Sept 2017 ongoing	Departments share successful strategies and pupils benefit in examination outcomes	AWCDS Standards review document	**S&P**
	AJB HP SM	Ensure that all abilities receive appropriate support. See MAAT and ALN plans	Whole school staff meeting. ALN specific training	Whole school INSET day. Linked to challenge agenda elsewhere.	January 2018 ongoing	Improvement in A-A* performance and VA for pupils with ALN. ALN tracking focused & effective	AWCDS Tracking data ALN tracking evidence	**S&P**
Improve value added performance at KS5	AJB AP ST	Visit successful KS5 schools to share and disseminate effective practice	KS5 team meetings	Cover costs	January 2018	Ideas disseminated amongst KS5 team	SLT minutes Minutes of governors' meetings.	**S&P**
	AJB ST	Implement tracking system for KS5	INSET for KS5 team	Staff meeting	January 2018	Tracking system implemented and pupils in need of support identified Subjects to improve positions in their Alps ranking.	Tracking programme Data drop SLT minutes Minutes of governors' meetings.	**S&P**

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PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
Alps baseline 2018 Average grade per entry B 23% Volume of entry 3.8	AJB ST	Implement VA programme based on ALPS ALPS targets shared with pupils and parents	INSET for KS5 team ALPS team	ALPS meet Link meetings	January 2018	Staff can use ALPS model to target support for pupils need Pupils receive ALPS target Improvement in VA scores at KS5 Discussion of ALPS targets in Links meetings	SLT minutes Minutes of governors' meetings.	**S&P**

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1.2 Standards and progress of specific groups

➤ Improve achievement and attainment of identified groups including ALN/ Boy / Girl / eFSM / EAL / part time pupils

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
Improve achievement and attainment of identified groups including ALN/ Boy / Girl / eFSM / EAL / part time pupils **Targets for groups 2018-20**	SLT HOD	Ensure new tracking system includes all pupils progress	INSET. Department meetings.	Time allocated in calendar for department meetings.	January 2018 ongoing	"Gaps" are clearly tracked by every dept	Tracking data Dept meeting minutes	**S&P**
	SP SM HOD	ALN pupils are identified and monitored closely. Individual support is targeted and all stakeholders included	INSET on tracking for ALN team	INSET	January 2018 ongoing	School's tracking processes target pupils' subject areas All stakeholders aware of progress and outcomes Outcomes reflect ability and opportunity	Whole school target sheet. SLT minutes Minutes of governors' meetings.	**S&P**
	HOD AJB LB	eFSM pupils are identified and monitored closely. Individual support is targeted and all stakeholders included (See PDG plan)	eFSM team INSET on effective practice PiXL training	INSET costs	January 2018 ongoing	School's tracking processes target pupils' subject areas All stakeholders aware of progress and outcomes	Whole school target sheet. SLT minutes Minutes of governors' meetings. PDG plan	**S&P**
	HOD AJB LB	Continue with successful strategies in place. B/G split in most subjects within tolerance Work with specific depts. Where gap is beyond	Dept sharing best practice in whole school INSET	INSET costs	January 2018 ongoing	B/G gap within tolerance	Whole school target sheet. SLT minutes Minutes of governors' meetings.	**S&P**

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
		tolerance.						
	HOD AJB LB	EAL pupils are identified and monitored closely. Individual support is targeted and all stakeholders included	Dept sharing best practice in whole school INSET	INSET costs	January 2018 ongoing	EAL gap within tolerance	Whole school target sheet. SLT minutes Minutes of governors' meetings.	S&P
	HOD AJB LB	Part time pupils on pathways or other circumstances are identified and monitored closely. Individual support is targeted and all stakeholders included	Dept sharing best practice in whole school INSET	INSET costs	January 2018 ongoing	EAL gap within tolerance	Whole school target sheet. SLT minutes Minutes of governors' meetings.	S&P
Improve value added performance at KS5	AJB AP ST	Visit successful KS5 schools to share effective practice	KS5 team meetings	Cover costs	January 2018	Ideas disseminated amongst KS5 team	SLT minutes Minutes of governors' meetings.	S&P
	AJB ST	Implement tracking system for KS5	INSET for KS5 team	Staff meeting	January 2018	Tracking system implemented and pupils in need of support identified	Tracking programme Data drop SLT minutes Minutes of governors' meetings.	S&P
		Implement VA	INSET for KS5	ALPS meet	January	Staff can use ALPS	SLT minutes	S&P

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
		programme based on ALPS ALPS targets shared with pupils and parents	team ALPS team		2018	model to target support for pupils need Pupils receive ALPS target Improvement in VA scores at KS5	Minutes of governors' meetings.	

1.3 Standards and progress in skills

➢ All pupils - acquisition and application of Literacy/Numeracy/ICT skills (Rec 1&2)
➢ Improve processes to ensure skills progression for all pupils across key stages
➢ Increase in number of pupils achieving a recognised key stage 4 qualification in Welsh second language (Rec 2)
➢ Improve use of Welsh language skills across the curriculum and around the school (Rec 2)

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
All pupils – acquisition and application of Literacy/ Numeracy /ICT skills (Rec 1&2)	SLT Skills team	Whole school INSET to outline expectations for all staff in relation to replacing KS3 curriculum. Focus on skills acquisition and application. Whole school focus for INSET for entire year.	Whole school INSET Twilight follow ups	Time allocated in calendar for department meetings.	June 2017	All staff are aware of expectation and level of challenge	INSET documents INSET evaluation	**S&P**
	DS Skills team HOD All staff	Skills team to meet every dept. to review and replace SOW in KS3. New SOW incorporates LNF /DCF with relevant challenge and age progression. Depts. allocated two days off timetable to develop	INSET Department meetings	Supply costs. Approx. £4000 Time allocated in calendar for department meetings.	June 2017- ongoing	SOW in place for all depts. Resources accompany SOW Lessons in KS3 are skills focussed. Pupils can apply skills with confidence Pupils aware of skills agenda	SOW Resources Dept meeting minutes Work scrutiny report Pupil feedback Lesson observation findings	**S&P**

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
		resources.						
	DS Skills team HOD All staff	Skills team to monitor every dept. to review SOW/resources progress on half term basis.	INSET on resources and SOW	Cover time for meetings Cover for work scrutiny Approx. £2000	Sept 2017- June 2019	SOW in place for all depts. Resources accompany SOW	SOW Resources Dept. meeting minutes Work scrutiny report Pupil feedback Lesson observation findings	**S&P**
	SLT	Invest in IT infrastructure to support ICT skill development. Each dept. to have own set of chrome books	Whole school INSET Twilight follow ups	Chrome books 150 Approx. £30000	January 2018 ongoing	Improvement in pupils applying ICT skills	Work scrutiny report Pupil feedback Lesson observation findings	**S&P**
Improve processes to ensure skills progression for all pupils across key stages	SLT DS Skills team	Skills agenda in dept. and link meetings to maintain high profile		Meeting time	Sept 2017- June 2019	Lessons in KS3 are skills focused. Pupils can apply skills with confidence	Dept. meeting minutes Work scrutiny report Pupil feedback Lesson observation findings	**S&P**
	SLT DS Skills team	External verification on skills development	CA report in CV2	CA time	Sept 2017- June 2019	Lessons in KS3 are skills focused. Pupils can apply skills with confidence	CV2 report Work scrutiny report Pupil feedback Lesson	**S&P**

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
							observation findings	
Increase in number of pupils achieving a recognised key stage 4 qualification in Welsh second language (Rec 2)	GB SLT KL ST	Restructure staff in Welsh dept.		Recruitment process	Sept 2017	New staffing structure in place	Gov report	**B&S S&R**
	KL ST	Resource new Welsh dept.	INSET training with ERW	Resources and IT support £10000	Sept 2017-ongoing	New resources in place for all key stages Resources are used effectively to secure and promote pupil engagement	Work scrutiny report Pupil feedback Lesson observation findings	**B&S S&R**
	JW	Link up with local school who has successful dept. Extended School to school support.	INSET training CA to broker	Coaching costs approx. £5000	Sept 2017-ongoing	Resources are used effectively to secure and promote pupil engagement	Staff feedback Work scrutiny report Pupil feedback Lesson observation findings	**B&S S&R**
	KL ST AJB	GCSE Welsh to begin in Year 9	INSET for staff	Extra curriculum time	Sept 2017-ongoing	Extra time allocated to prepare for full course GCSE	Gov report	**B&S S&R**
	KL ST AJB	Nearly all pupils sitting full course Welsh GCSE by 2021. Disapplication only through statement or	INSET for staff		By 2021	Nearly all pupils sit GCSE welsh course	AWCDS Gov report	**S&R**

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
		agreed criteria e.g. NEWBE						
Improve use of Welsh language skills across the curriculum and around the school (Rec 2)	KL All staff	Encourage pupils to use appropriate phrases at all times e.g. can I borrow a pen?	INSET for staff Coaching for pupils in assembly		January 2018 ongoing	Pupils are confident when speaking Welsh in and around school	Staff feedback Pupil feedback Lesson observation findings	**S&R**
	KL ST	Introduce Welsh lessons for parents and the local community run by pupils at school.	INSET for pupils	Extra curriculum time	January 2018 ongoing	Pupils and parents are confident when speaking Welsh in and around school	Parent evaluation Pupil feedback Lesson observation findings	**S&R**

2. Wellbeing and attitudes to learning

2.1 Wellbeing
- Achieve RRS Level 1
- Reduce rates of persistent absence
- Further develop understanding on how to make healthy choices relating to diet, physical activity and emotional wellbeing
- Further develop the GOFAL facility to provide support to those pupils in need

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
Improve attendance to 96%+ and reduce rates of persistent absence	KL All staff	Maintain successful strategies in place.	INSET. Department meetings.	Time allocated in calendar for pastoral department meetings.	January 2018 ongoing	Attendance reaches 96%	SIMS data AWCDS	**EW**
	KL All staff	Implement competition between year groups		Prizes Approx. £300 per term	January 2018 ongoing	Attendance reaches 96%	SIMS data AWCDS	**EW**
	KL RR	Maintain strategic meetings with appropriate partners (e.g. EVOLVE) to reduce rates of persistent absence	GOFAL training	Meeting time	Ongoing	Reduced rates of persistent absence	SIMS data AWCDS	**EW**
	KL RR	Maintain close working	GOFAL training	Meeting time	Ongoing	Reduced rates of persistent absence	SIMS data AWCDS	**EW**

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
		relationships with EWO service to support families in need						
Further develop understanding on how to make healthy choices relating to diet, physical activity and emotional wellbeing	KL CT	Meet with school council to create a heathy choice team		Meeting time	January 2018	Healthy choice team at the vanguard for changes to school approach	Pupil feedback	**EW**
	KL	Liaise with catering team to ensure healthy eating option available in school canteens		Meeting time	Ongoing	New menus established which reflect healthy options	Pupil feedback	**EW**
	KL	Expand 5x60 options for pupils to incorporate a wider variety of activities		Meeting time Transport	Ongoing	New activities introduced for the hard to reach pupils	5x60 evaluation Pupil feedback	**EW**
	KL	Liaise with PE dept. to develop a menu of extracurricular opportunities including DofE. See PE DDP.	INSET for PE staff	Equipment for DofE Approx. £3000	June 2018 ongoing	DofE offered to KS4/5 pupils	Menu in place Pupil feedback	**EW**

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
Further develop the GOFAL facility to provide support to those pupils in need	KL	Expand GOFAL to incorporate careers advice Closer working with Partner primaries with introduction of My Concern		Meeting time Physical relocation costs Approx. £2000	January 2018 ongoing	CWW supplements the work undertaken in GOFAL to help pupils in need	Pupil feedback	**EW**

2.2 Attitudes to learning
- Further develop programmes to ensure all pupils are ambitious, confident, capable and independent learners
- Maintain exemplary behaviour in and round the school community
- Achieve RP accreditation for the whole school
- Improve attendance to 96%+
- Embed ESDGC programme

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
Further develop programmes to ensure all pupils are ambitious, confident, capable and independent learners	KL All staff	Maintain successful strategies in place.	INSET. Department meetings.		January 2018 ongoing	Attendance reaches 96%	SIMS data AWCDS	EW
	KL All staff	Implement competition between year groups		Prizes Approx. £300 per term	January 2018 ongoing	Attendance reaches 96%	SIMS data AWCDS	EW
	KL RR	Maintain strategic meetings with appropriate partners (e.g. EVOLVE) to reduce rates of persistent absence	GOFAL training	Meeting time	Ongoing	Reduced rates of persistent absence	SIMS data AWCDS	EW
Maintain exemplary behaviour in and round the school community	KL GT All staff	Maintain successful strategies on exemplary behaviour around school as	Whole school INSET on behaviour management strategies		Ongoing	Exclusion rates are low	SIMS data Pupil voice	EW

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
		identified in ESTYN inspection 2017						
Achieve RP accreditation for the whole school Achieve RRS level 2	KL GT	Formalize RP approach to dealing with issues in school Apply for RP school status	Whole school INSET	£200 for application process	June 2018	Accreditation achieved	SIMS data Pupil voice	**EW**
	KL	Build on success in achieving RRS Level 1 (See individual RRS plan)	Whole school INSET UNCRC coaching programme	£750 for application process	June 2018	Accreditation achieved	Pupil voice	**EW**
Embed ESDGC programme	KL CT	Complete ESDGC programme ((See individual ESDGC plan)	Whole school INSET	£200 for application process	January 2018 - ongoing	ESDGC plan is imbedded across the school and curriculum	Pupil voice Work scrutiny Lesson observation findings	**EW**

3.Teaching and learning experiences

3.1 Quality of teaching
- Ensure that teaching is successful in engaging pupils' interest and how well it develops their skills, knowledge and understanding to an appropriately high level as they move through the school (Rec 1)
- Improve the quality of teachers' short, medium and long-term planning and how well their planning benefits from purposeful schemes of work
- Ensure that staff plan collaboratively and effectively
- Ensure staff use a range of approaches and resources to engage their interest and to challenge all groups of pupils, including those with additional learning needs, to achieve as well as they can (Rec 1)
- Develop questioning as a tool to develop deeper understanding amongst pupils
- Redefine the assessment policy to incorporate self/peer/teacher assessments which places the onus on the learner
- Develop a specific programme of teaching/learning approaches with targeted groups (Bands C & D)

3.2 The breadth, balance and appropriateness of the curriculum
- Ensure the curriculum combines and includes qualifications for all
- Ensure the curriculum reflects the national and local priorities
- Ensure the school has a curriculum model ready for implementation of successful futures in 2022
- Ensure our work as digital pioneer school is ready to share with others by 2019
- Expand and develop the KS2/3 curriculum model to ensure a clear and transparent transition plan for skills progression
- Refine educational visits and extracurricular activities to ensure they complement the school curriculum

3.3 Provision for skills
- Ensure the curriculum should provide purposeful, progressive opportunities for pupils to practise and to develop their skills in literacy, numeracy and ICT (Rec 2)
- Ensure the skills provision is embedded across the whole curriculum

- Ensure that teaching is successful in engaging pupils' interest and how well it develops their skills, knowledge and understanding to an appropriately high level as they move through the school (Rec 1)
- Improve the quality of teachers' short, medium and long-term planning and how well their planning benefits from purposeful schemes of work
- Ensure that staff plan collaboratively and effectively
- Ensure staff use a range of approaches and resources to engage their interest and to challenge all groups of pupils, including those with additional learning needs, to achieve as well as they can (Rec 1)
- Develop questioning as a tool to develop deeper understanding amongst pupils
- Redefine the assessment policy to incorporate self/peer/teacher assessments which places the onus on the learner

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
Ensure that teaching is successful in engaging pupils' interest and how well it develops their skills, knowledge and understanding to an appropriately high level as they move through the school (Rec 1)	KL JW All staff	Commit INSET for one year to developing staff pedagogy and the implementing of skills in lessons at KS3	INSET. Department meetings	Time allocated in calendar for INSET days and twilight sessions	September 2017 ongoing	Lessons reflect a change in emphasis on skill progression	Work scrutiny report Pupil feedback Lesson observation findings	**SI**
	KL JW All staff	Work scrutiny to focus on skill progression for 2017-18	INSET.	Cover for work scrutiny	September 2017 ongoing	Pupils work reflect a change in emphasis on skill progression	Work scrutiny report Pupil feedback Lesson observation findings	**SI**
	KL JW All staff	Remove lesson calls for two years to enable staff to take risks and focus on skills	INSET Resource sharing	Time allocated in calendar for INSET days and twilight sessions	September 2017 ongoing	Lessons reflect a change in emphasis on skill progression Pupils work reflect a change in emphasis on skill progression	Work scrutiny report Pupil feedback Lesson observation findings	**SI**

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
	SP All staff	Continue with S2S work with local schools to enable staff to share effective practice and resources	Staff coaching model	Cover for visits Approx. £2000	September 2017 ongoing	Lessons reflect a change in emphasis on skill progression Pupils work reflect a change in emphasis on skill progression	Work scrutiny report Pupil feedback Lesson observation findings S2S evaluations	SI
	SP All staff	Highlight teaching and learning as part of Autumn Standards review	Review prep time with SP	Cover Approx. £300	September 2017 ongoing	Lessons reflect a change in emphasis on skill progression Pupils work reflect a change in emphasis on skill progression	Standards review document	SI
Improve the quality of teachers' short, medium and long-term planning and how well their planning benefits from purposeful schemes of work	DS SP Skills team HOD	Complete overhaul of SOW (see 1.3)	Whole school INSET	Cover Approx. £2000	September 2017 ongoing	SOW reflect a change in emphasis on skill progression Pupils work reflect a change in emphasis on skill progression	Work scrutiny report Lesson observation findings	SI
	SLT HOD	SOW and resources scrutinized as part of formal lesson observation programme 2017-18 QA lesson observation feedback	Coaching for staff in how to observe lessons and write up evaluations	Cover Approx. £2000	September 2017 ongoing	Lessons reflect a change in emphasis on skill progression Pupils work reflect a change in emphasis on skill progression	Work scrutiny report Lesson observation findings	SI

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
	DS SP Skills team HOD	SOW and resources monitored every half term. Success shared and issues resolved	INSET	Cover Approx. £200	September 2017 ongoing	SOW reflect a change in emphasis on skill progression Pupils work reflect a change in emphasis on skill progression	Work scrutiny report Lesson observation findings	**SI**
Ensure that staff plan collaboratively and effectively	KL JW	Use of inset time to encourage further dept planning. Sharing good practice in INSET	inset		September 2017 ongoing	SOW reflect a change in emphasis on skill progression. Lessons reflect a change in emphasis on skill progression	Staff feedback Work scrutiny Lesson observations	**SI**
Ensure staff use a range of approaches and resources to engage their interest and to challenge all groups of pupils, including those with additional learning needs, to achieve as well as they can (Rec 1)	HW SM TBD	Introduce thematic teaching and learning pilot programme for pupils in band D	INSET for staff involved in pilot scheme	1.5 teaching staff Approx. cost £40000	September 2017 ongoing	Lessons reflect a change in emphasis on skill progression Pupils work reflect a change in emphasis on skill progression	Work scrutiny Lesson observation findings Pupil feedback	**SI**

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
Develop questioning as a tool to develop deeper understanding amongst pupils	KL JW CH	English dept. to pilot scheme utilizing Blooms taxonomy to develop deeper questioning for deeper understanding	INSET English staff on Blooms taxonomy	Cover Approx. £300	September 2017 ongoing	Lessons reflect a change in emphasis on deeper understanding	Work scrutiny Lesson observation findings Pupil feedback	SI
	KL JW	Roll out programme across school based on pilot	INSET		September 2018 ongoing	Lessons reflect a change in emphasis on deeper understanding	Work scrutiny Lesson observation findings Pupil feedback	SI
Redefine the assessment policy to incorporate self/peer/teacher assessments which places the onus on the learner	AJB JW SP	Review and adopt assessment policy for staff to reflect changes in pedagogy and workload	INSET for staff		January 2018	More evidence of Self/peer assessments Teacher assessment more diagnostic	Work scrutiny Lesson observation findings Pupil feedback	SI

3.2 The breadth, balance and appropriateness of the curriculum

- ➤ Ensure the curriculum combines and includes qualifications for all
- ➤ Ensure the curriculum reflects the national and local priorities
- ➤ Ensure the school has a curriculum model ready for implementation of successful futures in 2022
- ➤ Ensure our work as digital pioneer school is ready to share with others by 2019
- ➤ Expand and develop the KS2/3 curriculum model to ensure a clear and transparent transition plan for skills progression
- ➤ Refine educational visits and extracurricular activities to ensure they complement the school curriculum

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
Ensure the curriculum combines and includes qualifications for all **Ensure the curriculum reflects the national and local priorities**	AJB	Undertake curriculum review to accommodate the changes in Successful Futures and KS4 KPI's.	INSET. Staffing profile and realignment	Meeting time	January 2018 ongoing	Curriculum model is fit for purpose	Curriculum plan Staffing model	**S&P**
	AJB	Create a designated team to design new curriculum and support staff in its implementation	Visit pioneer schools to research initiatives	Visits Meeting time	January 2018 December 2020	Curriculum model is fit for purpose	Curriculum plan Staffing model	**S&P**
Ensure the school has a curriculum model ready for implementation of successful futures in 2022	AJB	Create a designated team to design new curriculum and support staff in its implementation	Visit pioneer schools to research initiatives	Visits Meeting time	January 2018 December 2020	Curriculum model is for purpose	Curriculum plan Staffing model	**S&P**
Ensure our work as digital pioneer school is ready to share with others by 2019	AJB IM RR	Continue work on digital pioneer programme (See plan)	INSET for whole staff	Meeting time for key personnel	Ongoing by December 2018	Digital pioneer programme shared with LA/ERW	Minutes of pioneer group Delivery plan	**S&P**

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
Expand and develop the KS2/3 curriculum model to ensure a clear and transparent transition plan for skills progression	KL DC RR	Leaders of learning project. (LOLs) Use joint inset annually to: -share good practice -have guest speakers -plan collaboratively across Key Stages	Inset for whole cluster	Cost of speaker Cover implications	Ongoing October 2017	Greater consistency across the cluster	LOLs monitor progress	
Refine educational visits and extracurricular activities to ensure they complement the school curriculum	SH SP	Ensure school educational visits are linked to school priorities and or departmental plans	Training for key staff on EVOLVE to complete paperwork for school visits		January 2018 ongoing	Pupils translate educational visit into experiences in the classroom	Pupils feedback Staff evaluation Lesson observation findings	SI EW

➢ Ensure the curriculum should provide purposeful, progressive opportunities for pupils to practise and to develop their skills in literacy, numeracy and ICT (Rec 2)
➢ Ensure the skills provision is embedded across the whole curriculum

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
Ensure the curriculum should provide purposeful, progressive opportunities for pupils to practice and to develop their skills in literacy, numeracy and ICT (Rec 2)	SLT Skills team	Whole school INSET to outline expectations for all staff in relation to replacing KS3 curriculum. Focus on skills acquisition and application. Whole school focus for INSET for entire year.	Whole school INSET Twilight follow ups	Time allocated in calendar for department meetings.	June 2017	All staff are aware of expectation and level of challenge	INSET documents INSET evaluation	**S&P**
	DS Skills team HOD All staff	Skills team to meet every dept. to review and replace SOW in KS3. New SOW incorporates LNF /DCF with relevant challenge and age progression. Depts. allocated two days off timetable to develop resources.	INSET Department meetings	Supply costs. Approx. £4000 Time allocated in calendar for department meetings.	June 2017-ongoing	SOW in place for all depts. Resources accompany SOW Lessons in KS3 are skills focused. Pupils can apply skills with confidence Pupils aware of skills agenda	SOW Resources Dept meeting minutes Work scrutiny report Pupil feedback Lesson observation findings	**S&P**

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
Ensure the skills provision is embedded across the whole curriculum	DS Skills team HOD All staff	Skills team to monitor every dept. to review SOW/resources progress on half term basis.	INSET on resources and SOW	Cover time for meetings Cover for work scrutiny Approx. £2000	Sept 2017-June 2019	SOW in place for all depts. Resources accompany SOW	SOW Resources Dept. meeting minutes Work scrutiny report Pupil feedback Lesson observation findings	**S&P**
	SLT DS Skills team	Skills agenda in dept. and link meetings to maintain high profile		Meeting time	Sept 2017-June 2019	Lessons in KS3 are skills focused. Pupils can apply skills with confidence	Dept. meeting minutes Work scrutiny report Pupil feedback Lesson observation findings	**S&P**
	SLT DS Skills team	External verification on skills development	CA report in CV2	CA time	Sept 2017-June 2019	Lessons in KS3 are skills focused. Pupils can apply skills with confidence	CV2 report Work scrutiny report Pupil feedback Lesson observation findings	**S&P**

4. Care support and guidance

4.1 Tracking, monitoring and the provision of learning support
- ➢ Implement safeguarding tracking process to ensure all pupils receive appropriate support and guidance
- ➢ Refine tracking of pupils' progress to incorporate fine grading
- ➢ Develop tracking system to monitor value added progression in each year group
- ➢ Refine mentoring programme to support all pupils in need
- ➢ Develop IEP structure and purpose to reflect views of all involved in ALN processes
- ➢ Further develop the school inclusion programmes to provide support for parents/carers

4.2 Personal development (including spiritual, moral, social and cultural development)
- ➢ Develop the PSE programme to maintain relevance
- ➢ Develop the healthy lifestyle programme for all pupils
- ➢ Develop the school council programme to ensure they continue to have a vital say on aspects of school life
- ➢ Maintain the WRE programme
- ➢ Enhance extracurricular opportunities for al pupils
- ➢ Implement a parent forum to engage and inform families on the schools' role and function
- ➢ Ensure daily acts of collective worship meet statutory requirements

4.3 Safeguarding
- ➢ Ensure the school's arrangements for safeguarding pupils meet requirements and give no cause for concern

4.1 Tracking, monitoring and the provision of learning support

➢ Implement safeguarding tracking process to ensure all pupils receive appropriate support and guidance
➢ Develop tracking system to monitor value added progression in each year group
➢ Refine mentoring programme to support all pupils in need
➢ Develop IEP structure and purpose to reflect views of all involved in ALN processes
➢ Further develop the school inclusion programmes to provide support for parents/carers

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
Implement safeguarding tracking process to ensure all pupils receive appropriate support and guidance	KL	Adopt a cluster approach to 'My concerns' which is a bespoke piece of software to track safeguarding and wellbeing of all pupil form foundation phase to aged 18	INSET on application GOFAL update training	£1300 p/a for license and software application	September 2017 ongoing	Lessons reflect a change in emphasis on skill progression	Termly updates for key staff and GB	**E&W**
Develop tracking system to monitor value added progression in each year group	AJB	Use FFT modelling software to enhance school tracking systems and refine target grades	INSET for all staff	Whole school INSET time	June 2018	Tracking system reflects VA model. All pupils attain VA.	Tracking system SLT reports	**S&P**
Develop IEP structure and purpose to reflect views of all involved in ALN processes	SP SM	Review current IEP's and update to include and reflect views of all involved in ALN processes	INSET for all staff	Whole school INSET time	June 2018	IEPS's used effectively	ALN minutes IEP's	**SI**

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
	SP SM	Participate in LA pilot for new IDP's to complement changes in ALN Act	SP and SM training INSET for all staff	Whole school INSET time	June 2018	IDPS's used effectively	ALN minutes IEP's	SI
Further develop the school inclusion programmes to provide support for parents/carers	SP SM	Continue review of ALN provision and programmes and implement findings of ALN review of July 2017	SP and SM training INSET for all staff	Whole school INSET time	June 2018-ongoing	All pupils needs met within capabilities of school process and finance	ALN minutes Pupil feedback Parent feedback	SI

4.2 Personal development (including spiritual, moral, social and cultural development)

- ➢ Develop the PSE programme to maintain relevance
- ➢ Develop the healthy lifestyle programme for all pupils
- ➢ Develop the school council programme to ensure they continue to have a vital say on aspects of school life
- ➢ Maintain the WRE programme
- ➢ Enhance extracurricular opportunities for all pupils
- ➢ Implement a parent forum to engage and inform families on the schools' role and function
- ➢ Ensure daily acts of collective worship meet statutory requirements

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PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
Develop the PSE programme to maintain relevance	KL LB	Maintain and develop PSE programme which was celebrated in ESTYN report 2017	INSET for all staff	Whole school INSET time	June 2018- ongoing	The needs of all pupils met within schools' capabilities processes and finance	ALN minutes Pupil feedback Parent feedback	SI
	KL LB	Ensure that PSE themes are cross curricular and delivered through departmental SOW and resources	SP and SM training INSET for all staff	Whole school INSET time	June 2018- ongoing	The needs of all pupils met within schools' capabilities processes and finance	Lesson observation findings SOW Pupil feedback	S&P E&W
Develop the healthy lifestyle programme for all pupils	KL CT	Develop success on Healthy schools programme Achieve next leaf five	INSET for all staff INSET for catering staff	Whole school INSET time	January 2018- ongoing	Leaf five Healthy schools programme achieved	Pupil feedback Award achieved	E&W

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
Develop the school council programme to ensure they continue to have a vital say on aspects of school life	KL FM	Continue to develop the excellence as recognized inion 2017 ESTYN inspection report. Participate in the 'Big Voice' programme	Pupil training	Termly pupil conference held in school	September 2017 ongoing	Pupils continue to feel they have a direct input into school life	Pupil feedback Pupil evaluationsevalautions	**E&W**
	KL FM	Implement pupil SDP	Pupil training	Documentation	September 2017 ongoing	Pupils continue to feel they have a direct input into school life	Pupil feedback Pupil evaluations	**E&W**
Maintain the WRE programme	AJB CS	Continue to develop the excellence as recognized in 2017 ESTN inspection report.	INSET for all staff	Whole school INSET time Finance enterprise activities approx. £200 p/a	Ongoing	Pupils aware of WRE programme and are more enterprising	Lesson observation findings Pupil feedback	**S&P**
Enhance extracurricular opportunities for all pupils	KL SD	Continue to develop the excellence as recognized inion 2017 ESTYN inspection report. Develop further opportunities	INSET for all staff	Whole school INSET time	Ongoing	All pupils have the opportunity to participate in extracurricular activities which enhance their school experiences	Pupil feedback	**E&W**

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PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
		that are less expensive and include access to all.						
Implement a parent forum to engage and inform families on the schools' role and function	KL	Monthly meetings based on school issues. Sample lessons for parents to identify areas they can support outside the school		Staff time to prepare sample lessons	January 2018- ongoing	Parents~~Parent~~ are made aware of the -types of lessons - skills used -ways in which they can support	Parent evaluations	E&W
Ensure daily acts of collective worship meet statutory requirements	KL	Maintain standards as recognized in 2017 ESTN inspection report.	INSET for all staff	Whole school INSET time	Ongoing	Daily acts of collective worship meet statutory requirements	Staff feedback Pupil feedback Lesson observation findings	E&W

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4.3 Safeguarding

- Ensure the school's arrangements for safeguarding pupils meet requirements and give no cause for concern

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
Ensure the school's arrangements for safeguarding pupils meet requirements and give no cause for concern	KL	Maintain standards as recognized in 2017 ESTN inspection report.	INSET for all staff	Whole school INSET time	Ongoing	Safeguarding arrangements meet statutory requirements	Staff feedback	**E&W**
	KL	Complete annual LA safeguarding audit	INSET for all staff	Whole school INSET time	Ongoing	Safeguarding arrangements meet statutory requirements	Staff feedback	**E&W**

5. Leadership and management

5.1 Quality and effectiveness of leaders and managers
- ➢ Ensure all leaders and mangers understand their roles and responsibilities (Rec 3)
- ➢ Ensure school calendar reflects transparent management structure with appropriate and effective implementation strategies directly impacting positively on pupil standards and school priorities (Rec 3)
- ➢ Standards review is developed to include a stronger focus on the teaching and learning element (Rec 4)
- ➢ Ensure all meetings are effective in securing outcomes (Rec 3)
- ➢ Ensure governing body updates training programme
- ➢ Ensure GB minutes in meetings reflect level of challenge (Rec 3)
- ➢ Refine GB structure to reflect changes in education

5.2 Self-evaluation processes and improvement planning
- ➢ Introduce new three-year SDP
- ➢ Maintain annual action plans
- ➢ Reinforce QA calendar (Rec 4)
- ➢ Ensure consistency in whole-school approaches to self-evaluation and improvement planning (Rec 3)
- ➢ Departmental DDP to include whole school and departmental targets and priorities and reviewed regularly (Rec 3)

5.3 Professional learning
- ➢ Maintain leadership programmes AMLP and ASLP to build leadership capacity
- ➢ Develop Professional Learning Opportunities for all staff
- ➢ Implement new PTS and ensure that they play a full part in the performance management cycle (Rec 4)
- ➢ Develop school to school programme with local schools
- ➢ Implement Leader of Learning programme within cluster
- ➢ Ensure INSET is focussed on school priorities

5.4 Use of resources
- ➢ Ensure that grants are utilised to maximum effect and outcomes are clear and transparent
- ➢ Work with the LA to address accommodation issues

5.1 Quality and effectiveness of leaders and managers

- Ensure all leaders and mangers understand their roles and responsibilities (Rec 3)
- Ensure school calendar reflects transparent management structure with appropriate and effective implementation strategies directly impacting positively on pupil standards and school priorities (Rec 3)
- Departmental DDP to include whole school and departmental targets and priorities and reviewed regularly
- Standards review is developed to include a stronger focus on the teaching and learning element (Rec 4)
- Ensure all meetings are effective in securing outcomes (Rec 3)
- Ensure governing body updates training programme
- Ensure GB minutes in meetings reflect level of challenge (Rec 3)
- Refine GB structure to reflect changes in education

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
Ensure all leaders and mangers understand their roles and responsibilities (Rec 3)	HT	Staff roles and responsibilities are clearly defined. Ensure all staff are clear on their specific roles and functions.	To be concluded		January 2018	Line management procedures/processes lead directly to improvements in standards, provision and leadership.	Governing body meeting minutes HT structures	**SI**
Ensure school calendar reflects transparent management structure with appropriate and effective implementation strategies directly impacting positively on pupil standards and school priorities (Rec 3)	SP	QA calendar is agreed, transparent and known to all.			January 2018	Line management procedures/processes lead directly to improvements in standards, provision and leadership.	QA calendar SharePoint documentation	**SI**

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
Departmental DDP to include whole school and departmental targets and priorities and reviewed regularly	AP / SP	Termly evaluation of all target areas and ongoing evaluative commentary monitored by links. Evidence file populated per half term with work scrutiny, informal / formal lesson obs, data reviews and any item level data, as appropriate. Consistency in the quality of evidence and commentary by all middle leaders. Evidence and Evaluative commentary feed into the SER and SDP.			From January 2018 Middle leaders training on evaluative commentary. January 2019	SharePoint evidence DDPs completed effectively by all	SER SDP Governing body meeting minutes Meetings	SI

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
Standards review is developed to include a stronger focus on the teaching and learning element (Rec 4)	SP AJB	Quality of T&L is discussed during standards review and actions for improvements are agreed and acted upon	To be decided on subject basis		Sept 2017 ongoing	Standards review SharePoint evidence	SER SDP	**SI**
Ensure all meetings are effective in securing outcomes (Rec 3)	AP	All Department / Link / Managers meetings using agendas linked to School Priorities and recording brief notes of discussion points and action points using OneNote on SharePoint. Ensure consistency in the way that action points are recorded and followed up. Discussion notes from meetings to involve evaluative statements that feed directly into			From Jan 2018 Training on OneNote From Jan 2019 From Jan 2020	Whole staff awareness of how school targets are actioned Middle leader's accountability for pupil standards and T&L	Link meetings SLT meetings SER Governors reports	**SI**

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
		the DDP and SER.						
Ensure governing body updates training programme Ensure GB minutes in meetings reflect level of challenge (Rec 3) Refine GB structure to reflect changes in education	NJ SH	Data training for all Governors and middle leaders		Rolling programme focussed on training governors on using data to develop strategies which impact on raising pupil standards.	January 2018 ongoing	Middle leaders use the data to effectively evaluate their departments and establish strategies to improve pupil standards. This will improve standards of pupil attainment.	Middle leaders programme Governors Minutes	FGB Sub committees
	NJ SH	Ensure training for new governors with the Local Authority. Liaise with KT in LA to coordinate training post elections. Governors linked to departments are present during the Autumn	Governor training		January 2018 ongoing	New governors receive appropriate training to help the monitor and support the school. Link governors attend standards review in order to monitor their linked departments	Governor minutes Standards report Governor minutes .	FGB Sub committees

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
		Standards Review and act fully as critical friend						

5.2 Self-evaluation processes and improvement planning

- ➢ Introduce new three-year SDP
- ➢ Maintain annual action plans
- ➢ Reinforce QA calendar (Rec 4)
- ➢ Ensure consistency in whole-school approaches to self-evaluation and improvement planning (Rec 3)
- ➢ Departmental DDP to include whole school and departmental targets and priorities and reviewed regularly (Rec 3)

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
Introduce new three-year SDP Maintain annual action plans	NJ SP	Three-year SDP initiated from January 2018. Plan reflects school priorities and shared with all stakeholders	See plan		January 2018-2021	Three-year plan is understood by all stakeholders and enacted at all levels	Gov minutes	FGB Sub committees
Reinforce QA calendar (Rec 4)	SP	See 5.1						
Ensure consistency in whole-school approaches to self-evaluation and improvement planning (Rec 3)	SP AP	All Department / Link / Managers meetings using agendas linked to School Priorities and recording brief notes of discussion points and action points using OneNote on SharePoint. Year 2 Ensure consistency in			From Jan 2018 Training on OneNote From Jan 2019 From Jan	Whole staff awareness of how school targets are actioned Middle leaders accountability for pupil standards and T&L	Link meetings SLT meetings SER Governors reports	

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
		the way that action points are recorded and followed up.

Year 3 Discussion notes from meetings to involve evaluative statements that feed directly into the DDP and SER. | | | 2020 | | | |
| **Departmental DDP to include whole school and departmental targets and priorities and reviewed regularly (Rec 3)** | SP AP | | | | | | | |

> Maintain leadership programmes AMLP and ASLP to build leadership capacity
> Develop Professional Learning Opportunities for all staff
> Implement new PTS and ensure that they play a full part in the performance management cycle (Rec 4)
> Develop school to school programme with local schools
> Implement Leader of Learning programme within cluster
> Ensure INSET is focussed on school priorities

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
Maintain leadership programmes AMLP and ASLP to build leadership capacity	NJ SP	Maintenance of building leadership capacity programmes for aspiring middle and senior leaders		After school programme	Ongoing	Colleagues complete programme and use experience to enhance school processes and procedures.	Staff evaluations	**SI**
	NJ KL	Extend programmes to cluster		After school programme	January 2019	Colleagues complete programme and use experience to enhance school processes and procedures.	Staff evaluations	**SI**
Develop Professional Learning Opportunities for all staff	SP JW	All staff involved in one of at least four CPD activities designed to improve reflective practice and pedagogy and provided with 1 hour of reflection	INSET for all staff	SP	Summer 2015 start then ongoing\n\nSee individual delivery plans for delivery detail and	CPD results in improved quality of preparation, planning and assessment\n\nAction research findings shared with staff via INSET and SharePoint	Lesson observation findings Research projects	**SI**

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
		time /cycle			costings			
Implement new PTS and ensure that they play a full part in the performance management cycle (Rec 4)	SP	Performance management from Sept 2018 will based on new PTS	INSET for all staff		Sept 2018	All staff understand and comply with new PTS	Lesson observation findings	**SI**
Develop school to school programme with local schools	SP	Further develop 'school to school' departmental review programme to externally validate standards and pupil outcomes. 5 departmental and two whole school themes over academic year.	INSET for all staff involved on renewed process	INSET time Time for reviews	January 2018 ongoing	Revised School to School project becomes embedded and is an integral part of self-evaluation	Review reports commissioned and shared	**SI**
Implement Leader of Learning programme within cluster	KL	Lead learner programme focused on developing pedagogy from	INSET for all staff	Funded by ERW	Sept 2017-June 2019	All staff involved in reflecting and developing effective pedagogy based on Successful Futures	Staff feedback Lesson observation findings	**SI**

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
		foundation phase to KS3. See detailed plan in separate documentation					INSET evaluation ERW report	
Ensure INSET is focused on school priorities	NJ SP	Monitor INSET programme to ensure that courses match PM and school priorities	INSET for all staff	Part of CPD budget	Ongoing	All staff involved are able to disseminate work form INSET to dept. or whole school	Staff feedback Lesson observation findings INSET evaluation	SI
	NJ SP	To consolidate the CPD programme so that is bespoke to individual staff.	Bespoke	Bespoke	Ongoing	All staff involved are able to reflect and disseminate work from INSET/action research to dept. or whole school	Staff feedback Lesson observation findings INSET evaluation	SI

5.4 Use of resources

- ➢ Ensure that grants are utilised to maximum effect and outcomes are clear and transparent
- ➢ Work with the LA to address accommodation issues

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
Ensure that grants are utilised to maximum effect and outcomes are clear and transparent	NJ SH	Highlight funding priorities in grant plans			Ongoing	Impact of grants is transparent for all to see	Published document Website	**B&R**
	NJ SH	Ensure that PDG plan and its evaluation is published for interested parties to view			Ongoing			**B&R**
		Ensure that school strategies are clear for all staff to employ to maximum effect	INSET for all staff	Part of CPD budget	Ongoing	Departmental plans encompass grant strategies	Staff feedback Lesson observation findings INSET evaluation	**SI**
Work with the LA to address accommodation issues	NJ SH	Meet with LA to accelerate plans to remove D block and replace with bespoke classrooms Full refurbishment for A and B		LA	Plans in place by July 2021	Expected works take place	Meetings minutes LA LDP planning	**B&R**

PRIORITY	LEAD STAFF	STRATEGIES	CPD IMPLICATIONS	RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING/ EVIDENCE	SUB – COMMITTEE & COMMENTARY
		blocks Address issues on drainage at the front of the school School is Band B and in line for development by 2021						